Assessment Director's Meeting

- March 16, 2017
- 9:00-11:00 AM
- Utah State Board of Education

Agenda

- **Data Security and Privacy** — **Whitney Phillips**
- **Student Growth** — **Aaron Brough**
- **AAPPL** — **Logan Toone**
- **School Turnaround** — **Rich Nye**
- **WIDA** — **Cydnee Carter & Ann-Michelle Neal**
- **Testing Updates** — **David Sallay**
- **Evaluating the SAGE Vertical Scale** — **Jo Ellen Shaeffer**
- **SAGE Assessment Observation** — **Kim Rathke**
- **SAGE Accommodations & DLM** — **Tracy Gooley**
- **ACT** — **Jared Wright**
- **SAGE Writing Score Update** — **Cydnee Carter**
- **Kindergarten Update** — **Cydnee Carter**
- **Accountability Legislation Wrap-up** — **Jo Ellen Shaeffer**

Data Security and Privacy

Contact Information:
Whitney Phillips, Ph.D.
Chief Privacy Officer
Utah State Board of Education
Whitney.phillips@schools.utah.gov
801-538-7523

Are you the Student Data Manager?

1.   Review the Requirements of the Student Data Protection Act

   http://le.utah.gov/~2016/bills/static/HB0358.html

2. Add yourself to the USBE Data Security and Privacy Distribution List:
https://lists.uen.org/mailman/listinfo/leastudentdataofficers

3. Visit USBE's Student Data Security and Privacy Website:

   http://www.schools.utah.gov/data/Security-Privacy.aspx

4. Visit Privacy Technical Assistance Council (PTAC)

http://ptac.ed.gov/

2017 Webinar Agendas

Webinar 1: February 1, 2017
- – Security: Best practices to secure student data
- – Contract Terms with third-party vendors
- – Data Security Training
- – http://stream.schools.utah.gov/videoarchive/admin/2-1-17DataSecurity.mp4

Webinar 2: March 1, 2017
- – Sharing student data
- – http://stream.schools.utah.gov/videoarchive/admin/DataSecurity3-1-17.mp4

Webinar 3: April 5, 2017
- – Data expungement
- – Introduction to the Metadata Dictionary

Webinar 4: May 3, 2017
- – Metadata Dictionary Entry Training

What's New?

- Standard Terms and Conditions for Contracts, MOUs, Interagency agreements (January 2017)

- Model LEA IT Security Policy (March 2017)

- Model Notice for Directory Information (March 2017)

Coming by April 5, 2017

- Prohibited Activities without Prior Consent

- LEA Model Record of Parent or Guardian notification of Student Threat

- LEA Model Breach Policy/Guidance

Student Growth

Making sense of Growth, Growth Targets, and Growth Target Variations

What do we know?

- Student Growth Percentile (SGP) – For Students

- Median Growth Percentile (MGP) – For Teachers, Schools, and LEAs

- Measures of Growth provide evidence of improvement even among those with low achievement, and give high achieving students and schools something to strive for beyond proficiency.

Adding Adequate Growth Percentile (AGP) or Student Growth Targets

- **Targets** provides a criterion-referenced measure of academic growth by predicting how much growth is necessary to keep or achieve proficiency in the next three years. These targets is dependent upon the student's proficiency level which determines the type of score produced.

- Students with a level of 1 or 2 receive a "**Catch-Up Target**". Growth required to become proficient within the next three years.

- Students with a proficiency level of 3 or 4 receive two AGP scores.
  1. **Stay-Up Target**: growth required to remain proficient.
  2. **Move-Up Target** or **Step-Up Target**:
     - Proficient (3) = Move Up Target; growth score required to move to Advanced Proficient (4) level.
     - Advanced Proficient (4) = Stay Up Target; growth score required to stay at Advanced Proficient level.

How to get your AGP from the SERF

```sql
CASE WHEN st.AGPPriorYearProficiencyLevel = 'BP' THEN st.AGPCatchUpTarget

     WHEN st.AGPPriorYearProficiencyLevel = 'P' THEN st.AGPKeepUpTarget

     WHEN st.AGPPriorYearProficiencyLevel = 'A' THEN st.AGPKeepUpTarget
END AS TargetGrowthScore1,

CASE

     WHEN st.AGPPriorYearProficiencyLevel = 'P' THEN st.AGPMoveUpTarget

     WHEN st.AGPPriorYearProficiencyLevel = 'A' THEN st.AGPStayUpTarget

     WHEN st.AGPPriorYearProficiencyLevel = 'BP' THEN st.AGPCatchUpTarget

     END AS TragetGrowthScore2
```

Moving Growth up to the next level

- For a teacher, school, or LEA, it is important to capture a picture of student growth.

- Adding the values of sufficient or adequate growth will add power and meaning to this picture.

- There are several ways to do this compare average or median values, and look at the percentage of students that meet a certain standard.

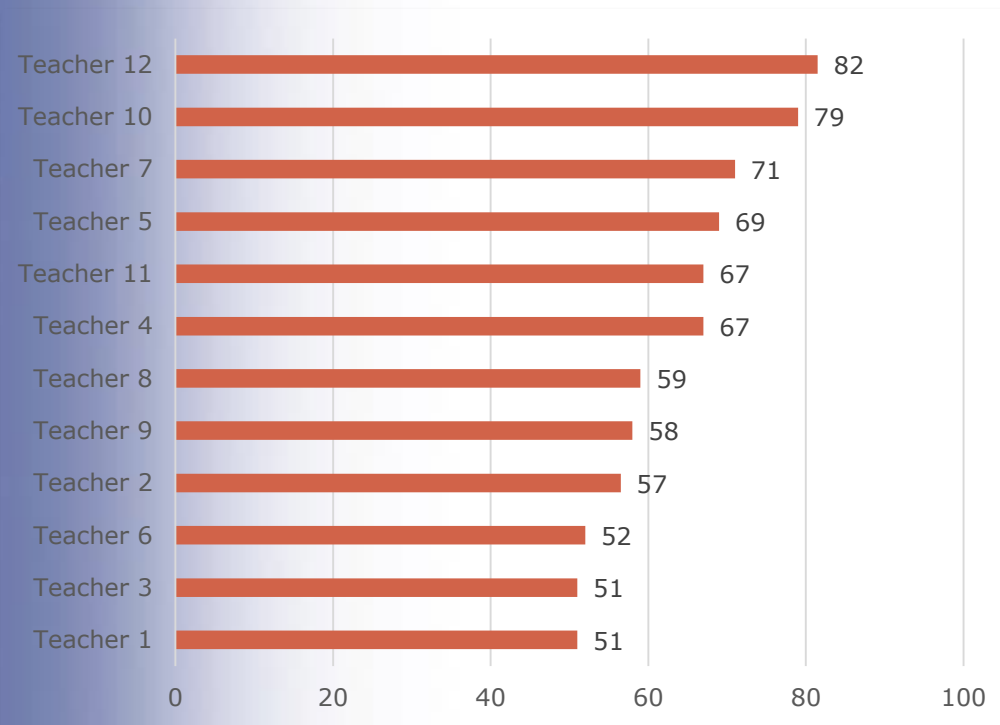- **Question to be answered: What method appears to be the most useful?**

Approaches at looking at AGP

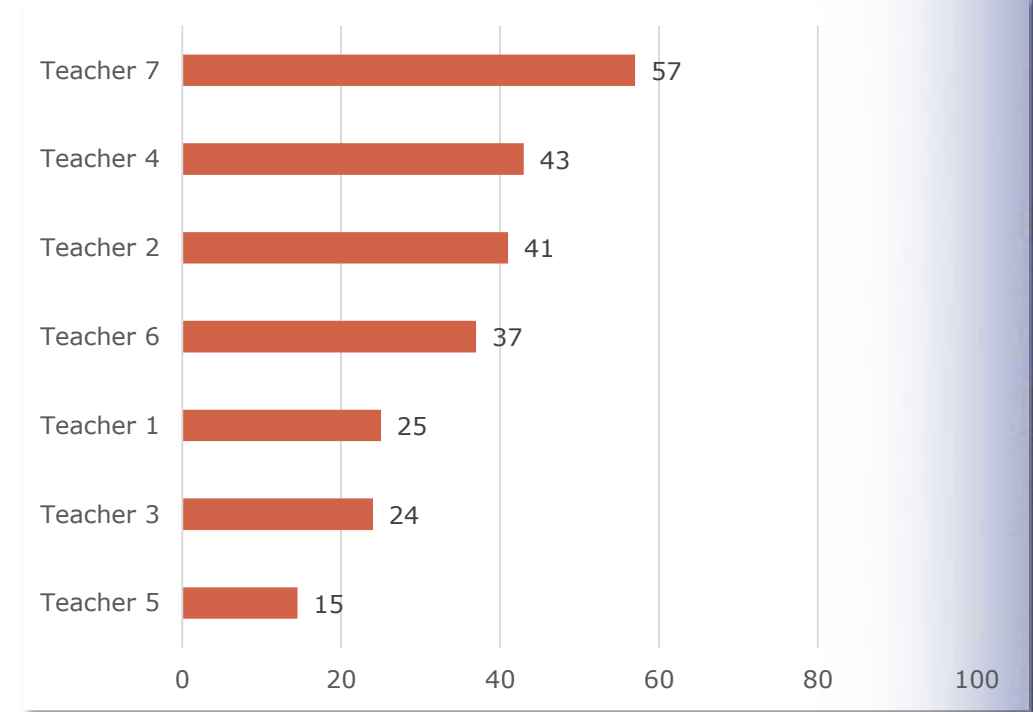We have identified three potential ways of presenting the interactions of MGP and AGP.

1. Difference between MGP and AGP
   - (MGP-AGP)
2. Percent making growth target
   - (MGP≥AGP = Y/N)
3. Difference between MGP and AGP converted to Z-scores
   - ((MGP-AGP) – Mean(MGP-AGP))/StDev(MGP-AGP)

Median Growth Percentile by Teacher (ELA)

High Growth School Example (12 Teachers)

Teacher	Value
Teacher 12	82
Teacher 10	79
Teacher 7	71
Teacher 5	69
Teacher 11	67
Teacher 4	67
Teacher 8	59
Teacher 9	58
Teacher 2	57
Teacher 6	52
Teacher 3	51
Teacher 1	51

Low Growth School Example (7 Teachers)

Teacher	Value
Teacher 7	57
Teacher 4	43
Teacher 2	41
Teacher 6	37
Teacher 1	25
Teacher 3	24
Teacher 5	15

Difference Between MGP and AGP (MGP-AGP1) *Diff by Teacher*

High Growth School

Teacher	Value
Teacher 10	28
Teacher 7	21
Teacher 5	18
Teacher 12	16
Teacher 4	9
Teacher 2	-1
Teacher 11	-1
Teacher 8	-2
Teacher 9	-5
Teacher 1	-9
Teacher 6	-11
Teacher 3	-20

Low Growth School

Teacher	Value
Teacher 7	-6.5
Teacher 4	-14.6
Teacher 2	-15.7
Teacher 6	-24.0
Teacher 1	-31.1
Teacher 3	-32.2
Teacher 5	-45.1
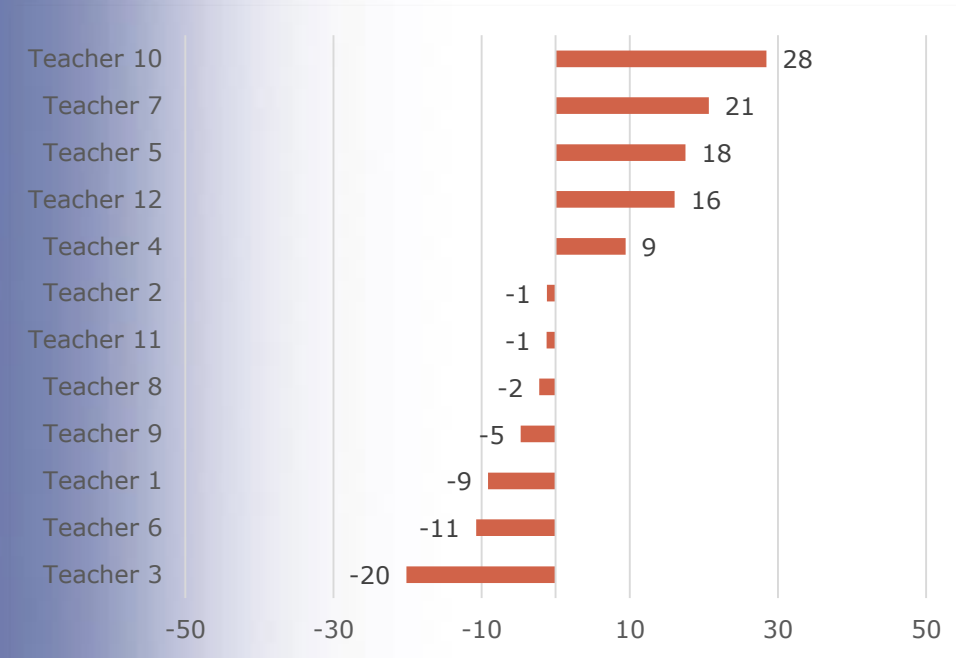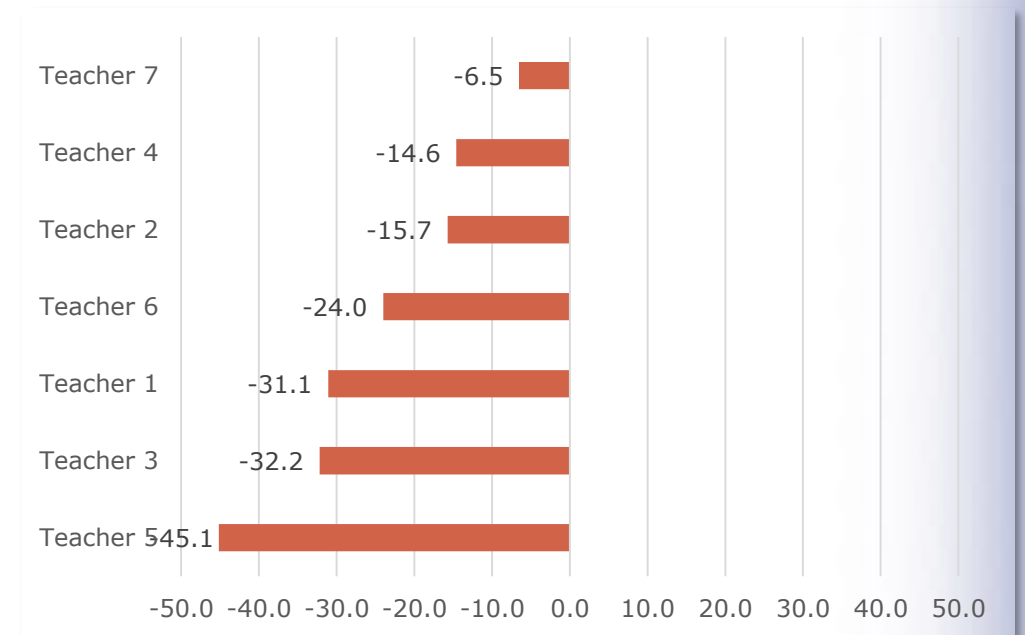
Percent Making Growth Target
(Met Target Y/N)

High Growth School

Teacher	Percent
Teacher 10	76%
Teacher 7	71%
Teacher 12	71%
Teacher 5	70%
Teacher 4	63%
Teacher 8	52%
Teacher 2	50%
Teacher 11	49%
Teacher 9	47%
Teacher 1	46%
Teacher 6	42%
Teacher 3	37%

Low Growth School

Teacher	Percent
Teacher 7	41%
Teacher 4	33%
Teacher 2	32%
Teacher 1	27%
Teacher 3	24%
Teacher 6	20%
Teacher 5	7%
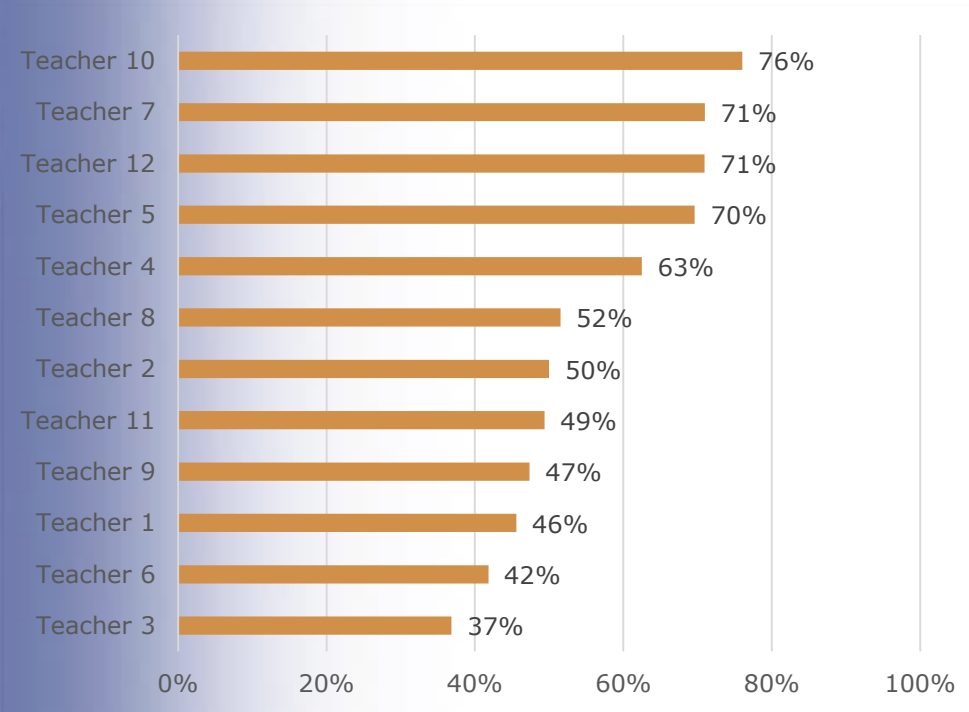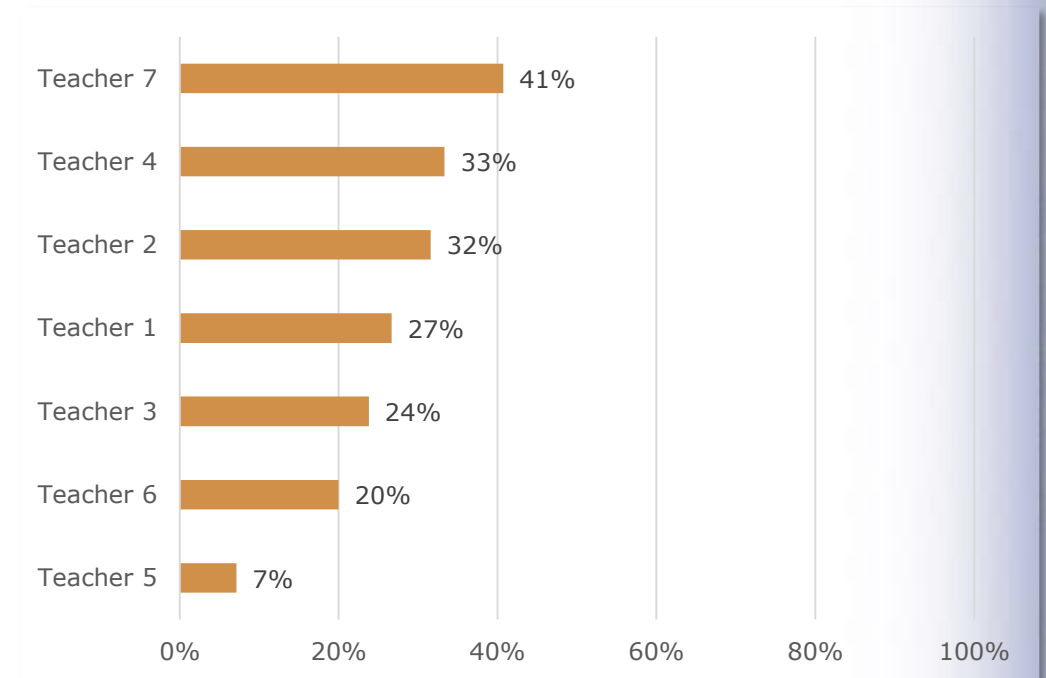
Difference Between MGP and AGP converted to Z-scores
(Teacher Diff-State Mean)/State STDEV

High Growth School

Teacher	Z-score
Teacher 10	2.1
Teacher 7	1.8
Teacher 12	1.7
Teacher 5	1.5
Teacher 4	1.2
Teacher 8	0.8
Teacher 11	0.7
Teacher 2	0.7
Teacher 9	0.7
Teacher 1	0.3
Teacher 6	0.3
Teacher 3	-0.3

Low Growth School

Teacher	Z-score
Teacher 7	0.0
Teacher 4	-0.4
Teacher 2	-0.5
Teacher 6	-0.8
Teacher 1	-1.3
Teacher 3	-1.4
Teacher 5	-2.1
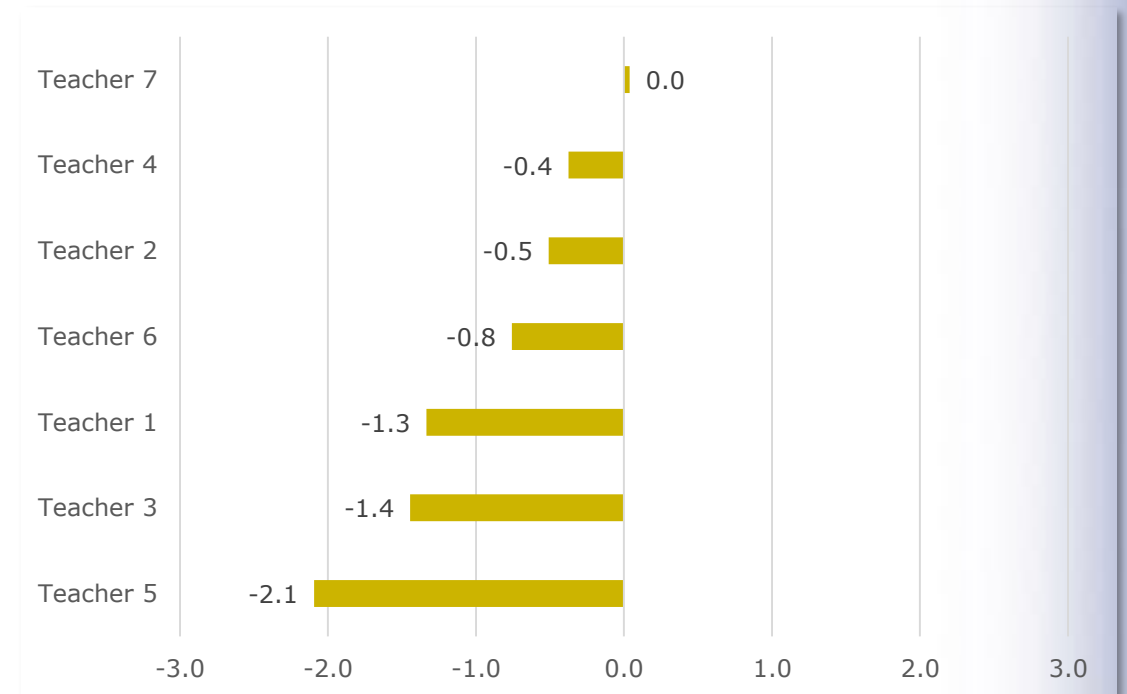
Growth Difference Between Students: *Only* Proficient & Advance Proficient Students

(Note: AGP2 is based on "Move Up" for Proficient level and "Stay Up" for Advance Proficient Students)

High Growth School

Teacher	Value
Teacher 10	8
Teacher 7	1
Teacher 5	-2
Teacher 12	-5
Teacher 11	-12
Teacher 3	-15
Teacher 8	-16
Teacher 4	-17
Teacher 9	-21
Teacher 2	-23
Teacher 6	-23
Teacher 1	-33

Low Growth School

Teacher	Value
Teacher 2	-4
Teacher 7	-11
Teacher 5	-30
Teacher 1	-41
Teacher 3	-43
Teacher 4	-43
Teacher 6	-46
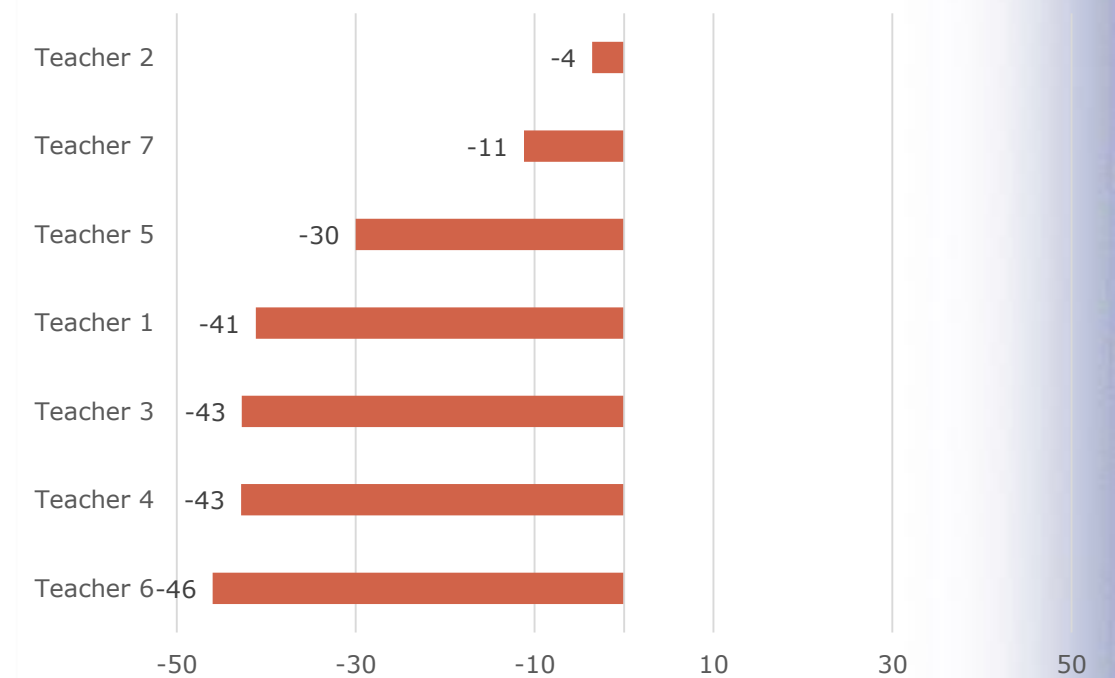
Only Students Below Proficient Growth

High Growth School

Teacher	Value
Teacher 5	29
Teacher 7	21
Teacher 10	16
Teacher 4	13
Teacher 12	13
Teacher 2	10
Teacher 8	-4
Teacher 11	-4
Teacher 9	-5
Teacher 1	-9
Teacher 6	-14
Teacher 3	-24

Low Growth School

Teacher	Value
Teacher 7	-7
Teacher 4	-10
Teacher 6	-20
Teacher 2	-29
Teacher 3	-34
Teacher 1	-37
Teacher 5	-49
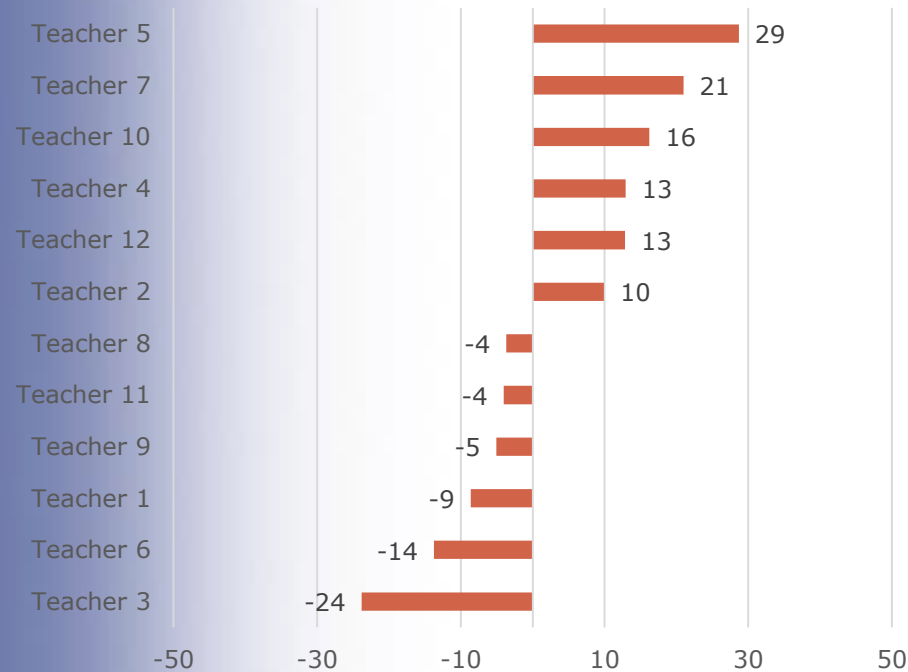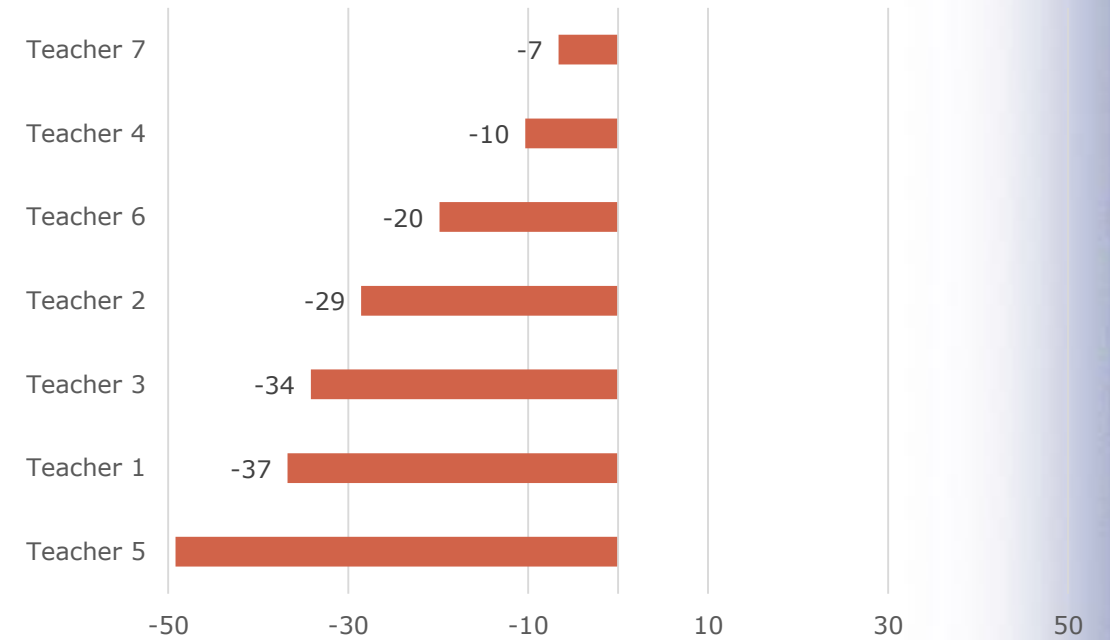
Combined View of Growth by Teacher

Growth Target by SGP

Growth Target by SGP

Growth Target by SGP

Growth Target by SGP

Growth Target by SGP

Graph Builder
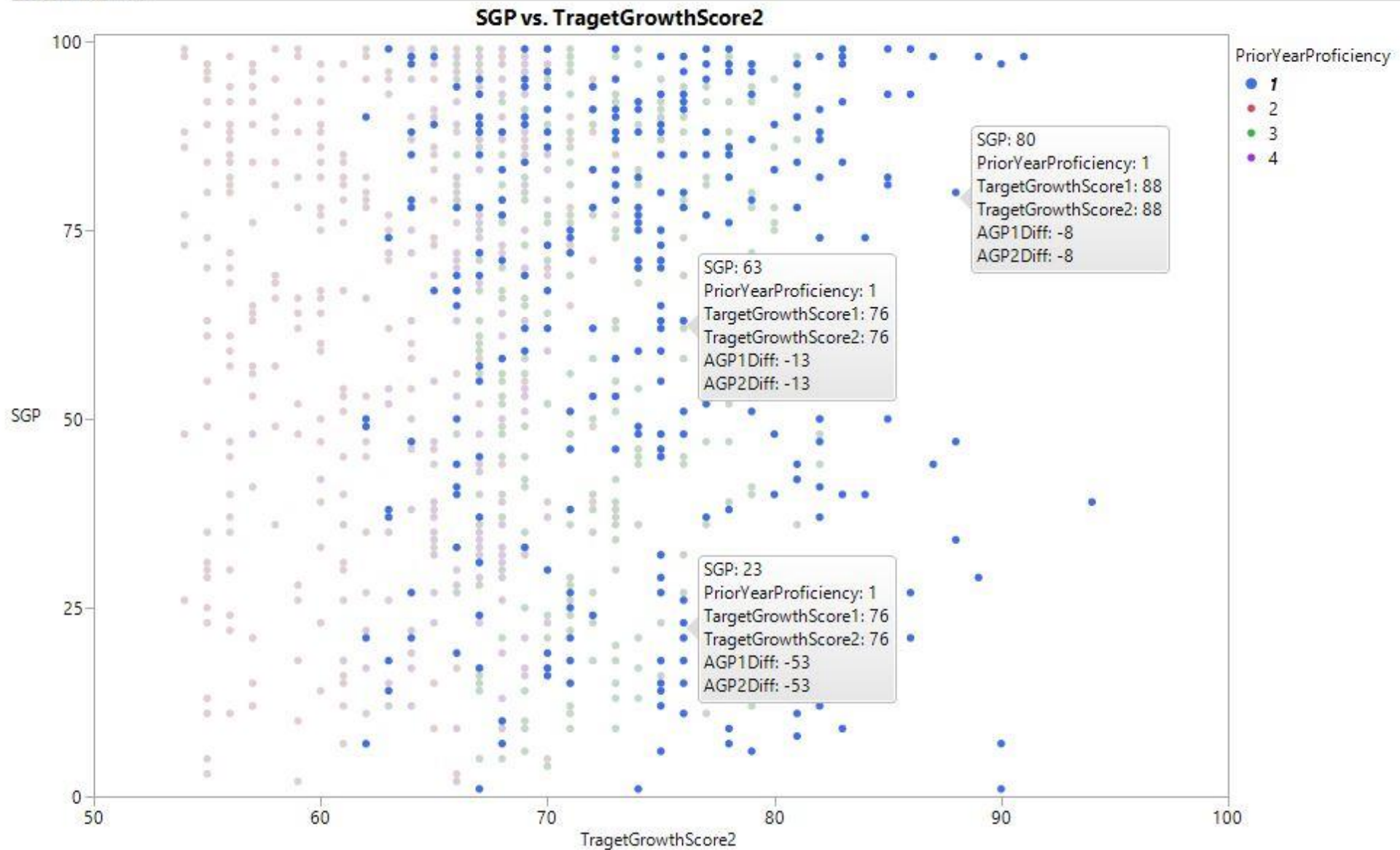
SGP vs. Target2Diff

SGP: 94
TargetGrowthScore1: 5
TragetGrowthScore2: 43
Target1Diff: 89
Target2Diff: 51

SGP: 59
TargetGrowthScore1: 2
TragetGrowthScore2: 24
Target1Diff: 57
Target2Diff: 35

SGP: 16
TargetGrowthScore1: 99
TragetGrowthScore2: 99
Target1Diff: -83
Target2Diff: -83

PriorYearProficiency
1
2
3
4

SGP

Target2Diff

Where(36632 are filtered out.)
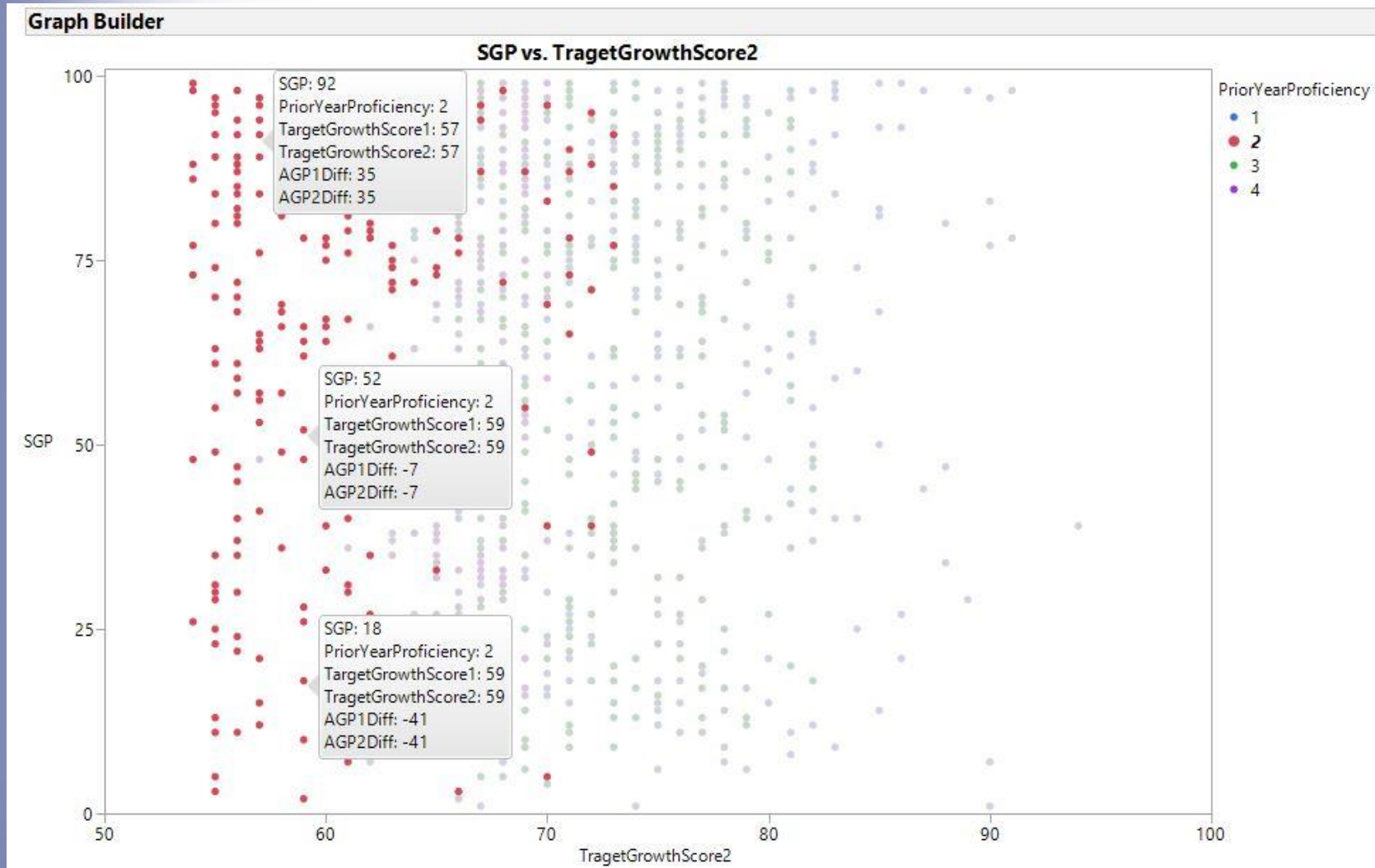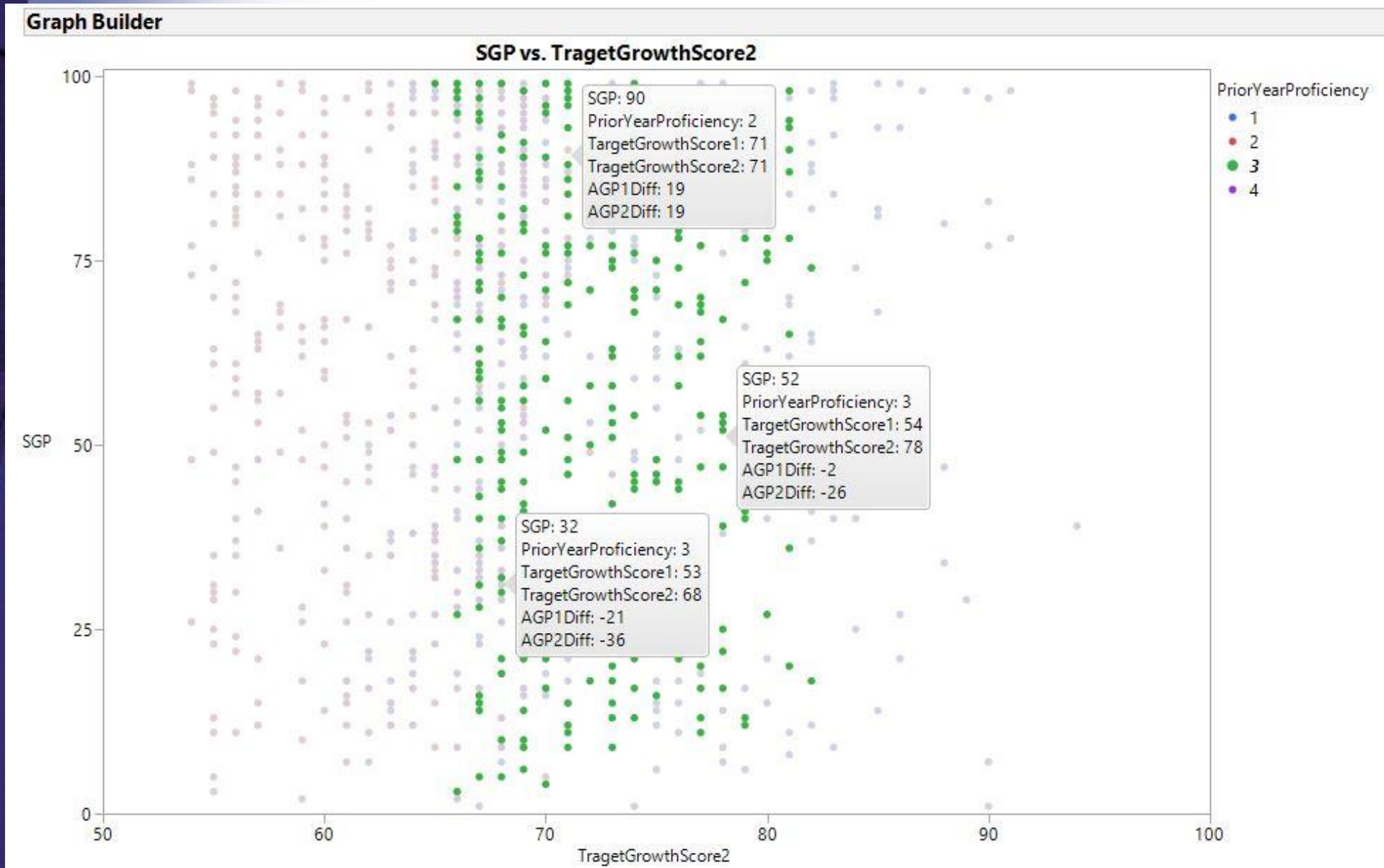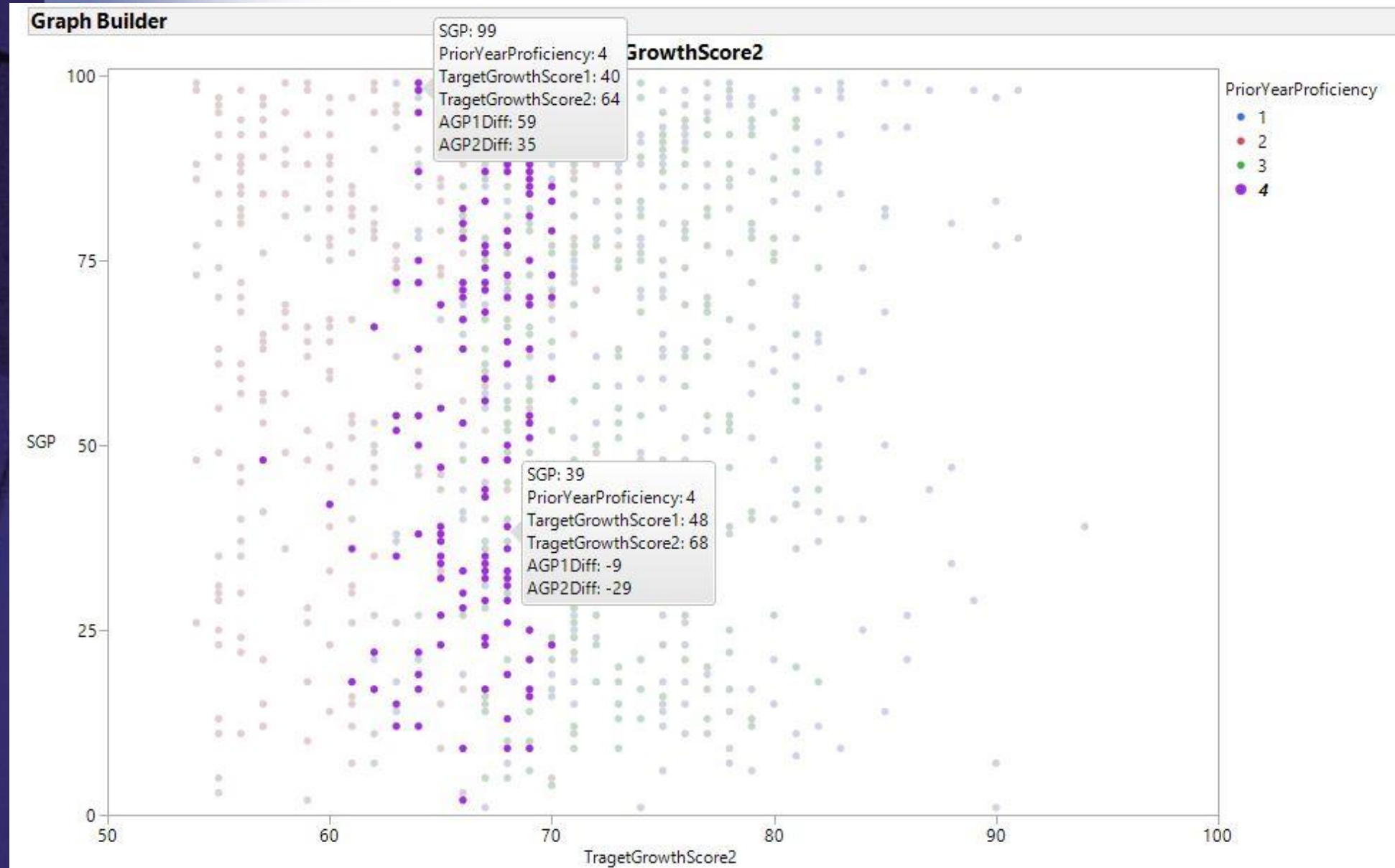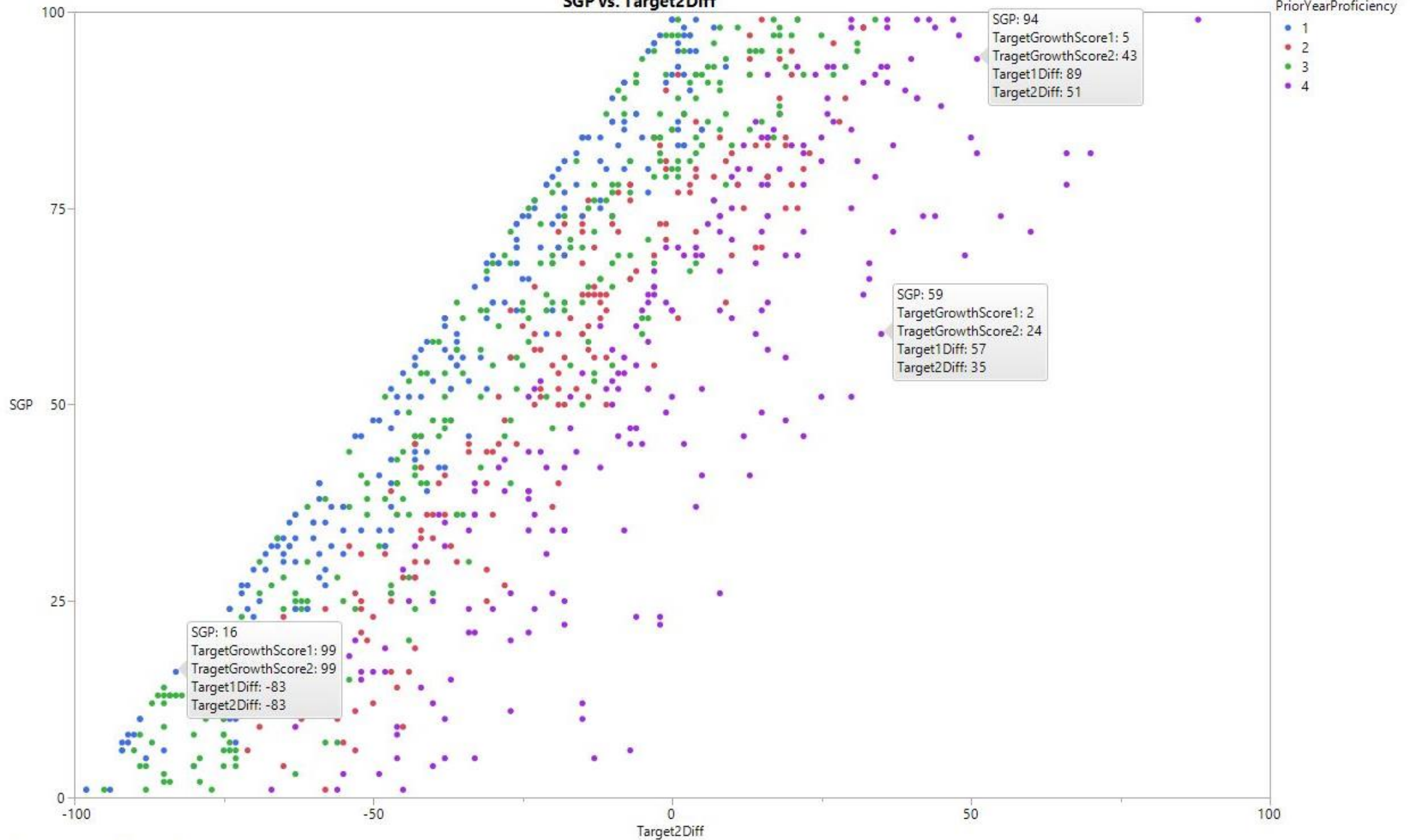
AAPPL DATA REVIEW

Logan Toone – Davis District

We're Still Learning to Use the Data

AAPPL – End of Year Proficiency Targets
From Gregg Roberts - USBE

FRENCH, GERMAN, PORTUGUESE & SPANISH

Grade	Listening	Speaking	Reading	Writing
1	Novice Mid	Novice Mid	Novice Mid	Novice Mid
2	Novice High	Novice High	Novice Mid	Novice Mid
3	Intermediate Low	Novice High	Novice High	Novice High
4	Intermediate Low	Intermediate Low	Novice High	Novice High
5	Intermediate Mid	Intermediate Low	Intermediate Low	Intermediate Low
6	Intermediate Mid	Intermediate Mid	Intermediate Low	Intermediate Low
7	Intermediate High	Intermediate Mid	Intermediate Mid	Intermediate Mid
8	Intermediate High	Intermediate High	Intermediate Mid	Intermediate Mid
9	Advanced Low	Intermediate High	Intermediate High	Intermediate High
10	Advanced Low	Advanced Low	Intermediate High	Intermediate High
11	Advanced Mid	Advanced Low	Advanced Low	Advanced Low
12	Advanced Mid	Advanced Mid	Advanced Low	Advanced Low

AAPPL – End of Year Proficiency Targets
From Gregg Roberts - USBE

CHINESE

Grade	Listening	Speaking	Reading	Writing
1	Novice Mid	Novice Low	Novice Low	Novice Low
2	Novice High	Novice Mid	Novice Mid	Novice Mid
3	Novice High	Novice Mid	Novice Mid	Novice Mid
4	Intermediate Low	Novice High	Novice High	Novice High
5	Intermediate Low	Novice High	Novice High	Novice High
6	Intermediate Mid	Intermediate Low	Intermediate Low	Intermediate Low
7	Intermediate Mid	Intermediate Low	Intermediate Low	Intermediate Low
8	Intermediate High	Intermediate Mid	Intermediate Mid	Intermediate Mid
9	Intermediate High	Intermediate Mid	Intermediate Mid	Intermediate Mid
10	Advanced Low	Intermediate High	Intermediate High	Intermediate Mid
11	Advanced Low	Intermediate High	Intermediate High	Intermediate High
12	Advanced Mid	Advanced Low	Advance Low	Intermediate High

AAPPL – October Performance Benchmarks
From Gregg Roberts - USBE

FRENCH, GERMAN, PORTUGUESE & SPANISH

Grade	INTERPERSONAL SPEAKING
4	N3-N4
5	N4-I1
6	I1-I2
7	I2-I3
8	I3-I4

CHINESE

Grade	INTERPERSONAL SPEAKING
4	N2-N3
5	N3-N4
6	N4-I1
7	I1-I2
8	I2-I3

A Little Pivot Table to Explore

Things to Remember When Making Comparisons

- School/LEA immersion programs are not necessarily similar (two-way, magnet school, etc.)
- School averages may not include all grades
- Proficiency measures are heavily influenced by concentration of demographic risk

LEA	Davis District

Row Labels	% Meeting Benchmark					Count of Students				
	4	5	6	7	8	4	5	6	7	8
Chinese	97%	98%	82%	80%		189	199	93	81	
Centerville Jr High				100%					42	
Heritage School	96%	96%				50	47			
Muir School	92%	100%				38	48			
Stewart School	100%	98%	89%			53	57	54		
Syracuse Jr High				59%					39	
Syracuse School	98%	98%	72%			48	47	39		
French	100%	100%	95%	97%	88%	125	100	96	35	33
Fairfield Jr High				97%	88%				35	33
Foxboro School	100%	100%	92%			21	21	25		
Morgan School	100%	100%	95%			58	50	40		
Odyssey School	100%	100%	97%			46	29	31		
Spanish	100%	97%	89%	83%	67%	208	177	170	93	87
Buffalo Point School	100%	97%	92%			60	59	50		
Canyon Creek School	100%	93%	94%			34	30	33		
Eagle Bay School	98%	100%	75%			51	43	40		
Farmington Jr High				89%	73%				45	45
Legacy Jr High				77%	60%				48	42
Sand Springs School	100%	98%	94%			63	45	47		
Grand Total	99%	98%	89%	84%	73%	522	476	359	209	120

School Turnaround

School Turnaround
SB 234

- Ensures that resources are focused on consistently underperforming schools by providing that a school is only identified for turnaround if the school falls into the lowest performing 3% for two consecutive school years. (line 74)

- Separates the determination of what the school needs from the turnaround expert responsible for providing services. (lines 97-98)
  - Currently, the needs assessment is conducted by the turnaround expert. This bill requires the State Board of Education to do the root cause analysis. The schools would then select a turnaround expert based on the extent to which the turnaround expert's proposed scope of work can respond to the root cause analysis.

School Turnaround
SB 234

- Enhances the role of the local education board in the process by allocating the funds to the local education board to contract with turnaround experts to provide a minimum scope of work, including professional learning and building instructional and leadership capacity and other services aligned to the needs assessment. (lines 124-129)

- Responds to challenges of teacher recruitment and retention in turnaround schools by providing matching funds to local education boards who submit a plan to the Board to address teacher recruitment and retention. (lines 514-527)

School Turnaround
SB 234

- Changes the exit criteria so that improvement is measured statistically as opposed to improvements in ratings (currently a letter grade). This enables us to measure improvement independent of changes in the accountability system. (lines 416-423)

- Also note that this change addresses challenges facing the second cohort of turnaround schools. The second cohort was designated in the Fall of 2016; however, the schools have not yet contracted with turnaround experts due to issues with the RFP process and an unanticipated increase in the number of schools that occurred in the second round of designations.

WIDA

WIDA

Description	Start Date	End Date
DRC Provides 2015-2016 Site Address and Contact Data	8/15/2016	8/15/2016
SEA Provides 2016-2017 Site Changes to DRC	8/16/2016	9/19/2016
Test Materials Ordering Available in WIDA AMS (LEAs)	10/25/2016	12/2/2016
SEA Provides Pre ID Files to DRC	12/2/2016	12/2/2016
WIDA AMS Test Setup Available	12/9/2016	3/10/2017
Districts Receive Test Material	1/4/2017	1/4/2017
Test Window	**1/9/2017**	**3/10/2017**
Additional Test Material Window	1/4/2017	3/3/2017
Deadline for Shipping Completed Test Material to DRC	3/24/2017	3/24/2017
Pre-Reporting Data Validation (LEAs in AMS)	4/10/2017	4/14/2017
Districts Receive Reports - Printed and Online (On)	5/12/2017	5/12/2017
Post-Reporting Data Validation Window (SEA)	5/17/2017	6/19/2017
Data Available to State	6/30/2017	6/30/2017

ACCESS 2.0 Standards Setting

Tips to Prepare for 2017 ACCESS for ELLs 2.0 Score Reports

1. Review additional information that WIDA will provide to increase your awareness of what is changing, how much, and why.
2. Communicate with educators early and often so there are no surprises when score reports are released. Educators will need to be ready to help students and families understand the change.
3. Work with your district administration and/or state education agency to discuss program exit criteria. Find out if and when this is changing, and what they anticipate will happen if the number of students in your program changes.
4. Think about what initiatives may be impacted. Questions to consider might include:
   - Do we need to adjust our professional learning offerings?
   - Should we edit our templates for measuring student growth?
   - What kinds of resources should we share with families and present to school leaders on this topic?
5. Visit wida.us/proficiency for more resources to be released throughout 2016–17.

Scale Scores did not change.

The *meaning* of the Scale Scores *did* change.

5.0

ACCESS 1.0 Scale Scores

5.0

ACCESS 2.0 Scale Scores
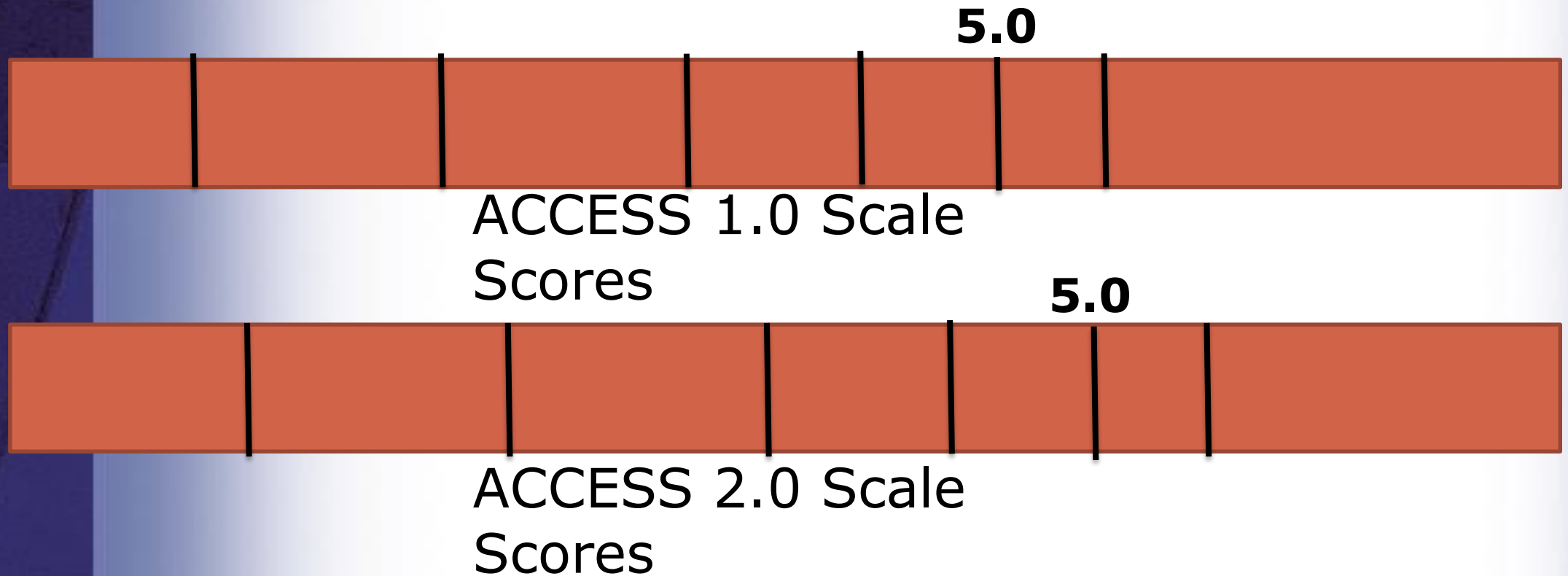
2015-16 ACCESS 1.0 and 2.0 Cut Score Proficiency Level Comparison Grade
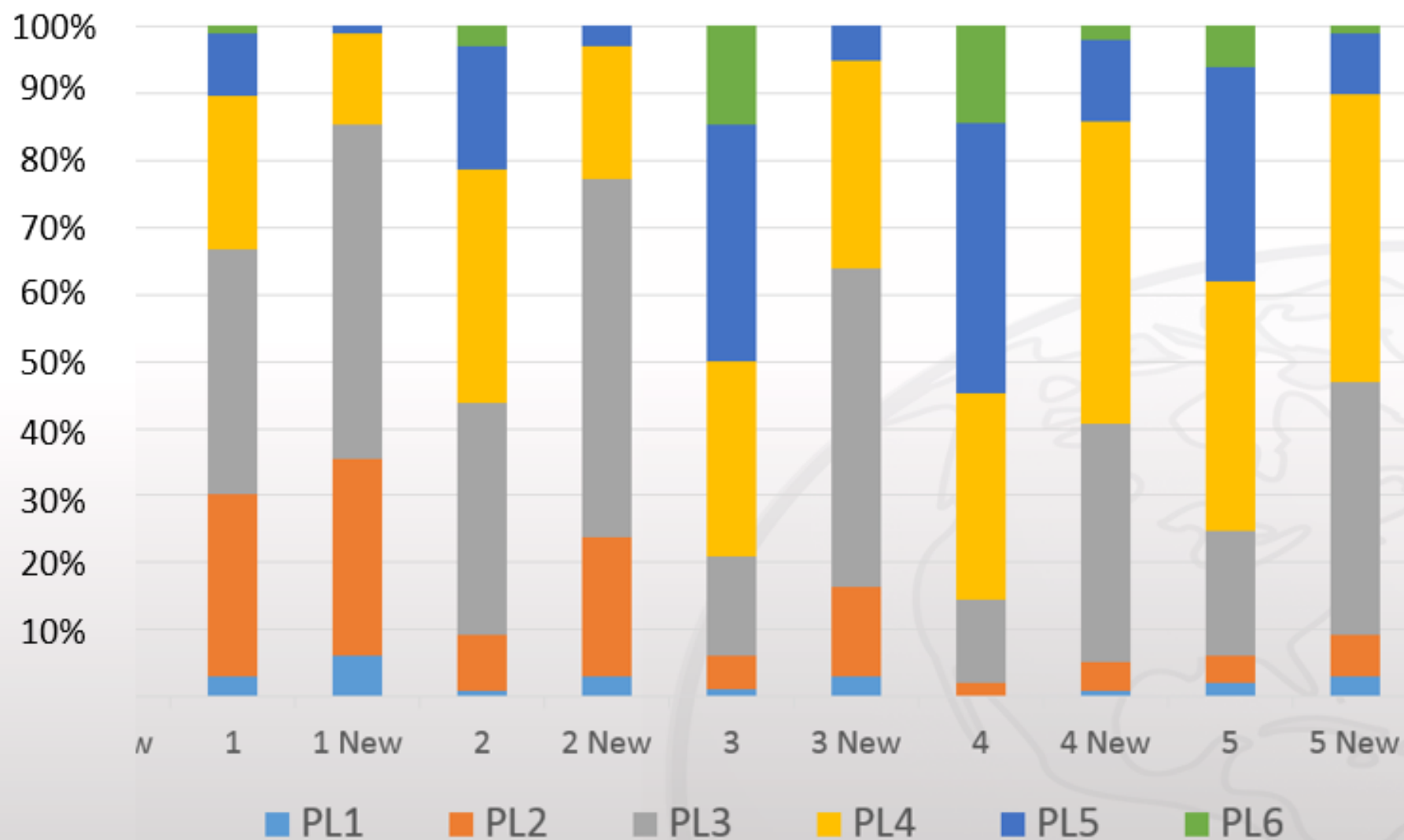
WIDA Score Changes Webinar

WIDA Webinar

- Recorded webinars are posted to the ACCESS for ELLs 2.0 Webinar Recordings page.

State-specific Follow-up Webinar

- April 10, 3:00pm – 4:00pm CT
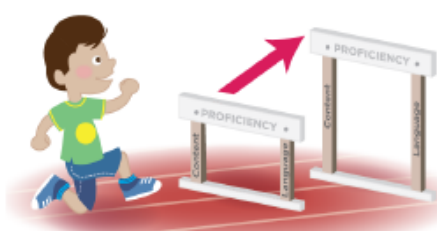
- This webinar will be recorded and posted to the Utah page on the WIDA website.

WIDA Screener Online

WIDA Screener Online TA Training

- Full day training
  - Describe details of screener
  - Examine and practice online administration procedures
  - Accommodations for Screener
  - Extensive practice with scoring speaking and writing domains

- March 29th- Weber Innovations HS

- March 30th- SL Innovations HS

- March 31st- Provo SD Professional Development Center

WIDA Screener Online Webinar

- 1 hour Webinar
  - Describe details of screener
  - Online technology requirements
  - Overview of training materials
  - Demonstrate administration and scoring

- Friday, April 7 12pm – 1pm Mountain Time

Testing Updates

Testing Windows

❑ **SAGE Spring Summative**: March 20 – June 16
❑ **DLM/UAA**: March 15 – June 9

SAGE Checklist

User Accounts

- Check that all teachers have a current account in SAGE Portal

Core Codes

- Check list of SAGE-triggering core codes at http://schools.utah.gov/assessment/Data-Management.aspx

Stale Extracts/ Fatal Errors

- Consult with LEA UTREx specialist to resolve

SAGE Checklist

Check TIDE Before Testing

- Check test eligibility for students
- Check that rosters appear correctly

Monitor Test Completion

- Use "Monitoring Test Progress" in TIDE
- Use SAGE Special Codes Tool in Data Gateway

SAGE Checklist

Certain Students are excluded
from SAGE Summative

"Optional" Summative	Interim / Benchmark-only	Not Eligible
• Certain first-year ELs • Foreign Exchange	• 12th graders in ELA 11 • LEA grade 11 opt outs	• 1% students

DLM Checklist

User Accounts

- Check Correct CACTUS ID, current email address in Educator Portal

1% Status

- Check in SIS

Core Codes

- Use Essential Elements Core codes to tie teacher to student in UTREx

DLM Checklist

Overrides

- Request from USBE if teacher cannot be tied to student in UTREx

Need Help?

- Contact David Sallay, Assessment Data Specialist, david.sallay@schools.utah.gov

UAA

UAA templates have been placed in LEA's **UAA/download** folders in MOVEit

UAA Checklist

UAA templates have been placed in LEA's **UAA/download** folders in MOVEit

All Students	Some Students	Missing Students
• Task ID (e.g., S-000) • Proficiency (1 – 4) • Participation Code	• Correct CACTUS ID (as necessary)	• Add students as necessary at the bottom of spreadsheet

Evaluating the SAGE Vertical Scale

SAGE Vertical Scale

- The SAGE vertical scale was established with the first SAGE test administration in spring 2014

- The vertical scale was established by linking adjacent grade scales
  - Operational items from each grade level assessment (g) were embedded in the assessment in the grade below (g-1)
  - The resulting linkage represents student achievement for grade level content on which they will receive instruction
  - Test scores at each grade (g-1) can therefore be interpreted as a pre-test scores for measuring acquisition of subsequent grade level (g) standards

Current Investigation

- The performance of the vertical scale must be evaluated over time
  - Changes in instruction may cause estimates of item difficulty to shift over time

- Systematic shifts of item difficulty over time would have consequences for interpretation of student gains on the vertical scale

- The purpose of this study is to determine whether the vertical scale continues to perform as originally identified

- If interpretations of student performance on the vertical scale were no longer supported, USBE could revise the vertical scale to reflect changes in the performance of test items
  - If such revisions were indicated, USBE could take advantage of anticipated blueprint changes to concurrently evaluate revisions to the performance standards more generally

Impact of Linking Items

- Linking items will NOT
  - be part of the summative scores
  - Have any impact on reporting

2017 SAGE Summative Spring Testing

- The window opens on Monday, March 20, 2017.

- SAGE spring summative assessments and Benchmarks will be available on that date

- Thank you for your assistance in arranging locations, dates, and times for SAGE Observation visits. Observations begin April 11 and will continue through May 9.

Preparing for 2017 Spring Summative Testing

- Ensure that all student testing devices are using a supported operating system.
    - If using Chrome OS, make sure that devices are updated to release version 56.0.2924.110. This build contains a number of fixes and security updates.
- Ensure that all student testing devices have the most recent SAGE Browser.
- Review the information on the secure browser page and ensure that any related requirements are met (e.g. disabling fast user switching).
- Use the training tests to ensure that student test settings and accommodations are correctly set and that students know how to use them.
    - If students will be using assistive devices during the test, ensure that they use them during the training test and that all hardware and software is correctly configured.

SAGE Accommodations & DLM

SAGE Accommodations

- Make sure to mark accommodated in TIDE, under special code assignment, if a student will be using any of these 7 accommodations:

1. Braille

2. Calculation device for 6th grade only

3. Large Print or Standard Size paper (Print on Request)

4. Scribe (human or speech to text) *Must request from USBE*

5. Sign Language

6. Visual Representation (Manipulatives)

SAGE Accommodations

- These 4 accommodations need to be set in TIDE.
  - Print on Request
  - Braille
  - Scribe
  - American Sign Language

Accommodations	ELA	Mathematics	Science
Print On Request ❓	None ▾	None ▾	None ▾
Braille ❓	OFF	OFF	OFF
Scribe ❓	Yes ▾	Yes ▾	Yes ▾
American Sign Language ❓	Do not show ASL videos ▾	⊘	⊘

SAGE Accommodations

- If a student will be using an accommodation that will change the presentation of the assessment make sure they have used that in a practice or training test.

Test Settings	ELA	Mathematics	Science
Print Size ❓	1X	1X	1X
Color Choices ❓	Black on White	Black on White	Black on White
Mouse Pointer ❓	System Default	System Default	System Default
Descriptive Audio ❓	Off	Off	Off
Permissive Mode ❓	Permissive Mode Enabled	Permissive Mode Enabled	Permissive Mode Enabled
Streamlined Interface ❓	OFF	OFF	OFF

SAGE Accommodations

- If a student will be using assistive technology, i.e. speech to text or a communication device, make sure they have practiced with that assistive technology in a training test.

- You will need to contact Tracy Gooley (tracy.gooley@schools.utah.gov) at USBE to turn on permissive mode for the student.

Test Settings	ELA	Mathematics	Science
Print Size ❓	1X	1X	1X
Color Choices ❓	Black on White	Black on White	Black on White
Mouse Pointer ❓	System Default	System Default	System Default
Descriptive Audio ❓	Off	Off	Off
Permissive Mode ❓	Permissive Mode Enabled	Permissive Mode Enabled	Permissive Mode Enabled
Streamlined Interface ❓	OFF	OFF	OFF

Accommodations

Accommodations	ELA	Mathematics	Science
Print On Request ❓	None	None	None
Braille ❓	OFF	OFF	OFF
Scribe ❓	Yes	Yes	Yes
American Sign Language ❓	Do not show ASL videos	⊘	⊘

DLM

- Window opened Wednesday, March 15th, 2017.

- Make sure teachers have completed and submitted students First Contact Survey.
  - Students will not receive teslets unless this is completed.

- If students are on the wrong roster please contact David Sallay (david.sallay@schools.utah.gov) or Tracy Gooley (tracy.gooley@schools.utha.gov), we are the only 2 people that can change a roster.

DLM

- New Test Progress field this spring.

- Educator Portal under the test management tab.

ACT

ACT

ACT – UTAH website: http://www.act.org/content/act/en/products-and-services/state-and-district-solutions/utah.html

Schedule of Events:
http://www.act.org/content/dam/act/unsecured/documents/ScheduleofEventsACTUT.pdf

- Make-up test dates: March 21 and April 19
  - Ordering Materials
    - http://www.act.org/content/dam/act/unsecured/documents/OrderingAdditionalMaterialsGuide-StateandDistrict.pdf
    - Secure and Non-secure materials are shipped together

- Reports will begin coming out in late March
  - 3-8 weeks after student tests are received

UTAH STATE BOARD
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EDUCATION

ACT

Spring 2018 Test Dates

PAPER only

- Initial Test date: February 27

- Make-up Test dates: March 20 and April 3

ONLINE and ACCOMMODATIONS testing window

- February 27 – March 13

Shmoop – online ACT test prep tool

Plan for monthly webinars @ 10am

- March 31
- April 28
- May 26
- June 30
- July 28
- August 25

WEBINAR INFO:
(866) 818-0378
Conference Access Code
6812-1060
clearslide.com/shmoopdemo

▪ PLEASE SHARE!

- with anyone who will find this beneficial

SAGE Writing Score & Kindergarten Updates

UTAH STATE BOARD OF EDUCATION

SAGE Writing Score Update

SAGE Writing: Scoring Verification

- Up to 20% of responses will be selected for human scoring.

- If a student's response is selected for human scoring, the student will not receive an immediate score.

- The paper will be scored and reported within 5 days.

Kindergarten Entry and Exit Profile (KEEP)

Longitudinal Look

- 2013-14—moved 12% of students to benchmark in K from BOY to EOY
  - 58% to 70% proficient

- 2014-15—moved 10% of students to benchmark in K from BOY to EOY
  - 59% to 69% proficient

- 2015-16—moved 5% of students to benchmark in K from BOY to EOY
  - 63% to 68% proficient

- Approximately 30% of kindergarten students each year are entering first grade not proficient

2017 Beginning of Year

40% of kindergarten students entering with the expected literacy proficiency

Leaving about 20% unable to be served in OEK

about 20% of students are unable to be served with OEK funds

Feedback

- **What concerns do you have?**

- **What would you like the USBE Staff to consider in implementation?**

- **Other feedback?**

Next Steps

- Present Assessment
  - District and Teacher Leaders
  - Technical Assistance Committee
  - Center for Assessment Resources

- End of Year Assessment
  - Develop an EOY assessment—similar to the process used for the readiness assessment
  - Pilot test in Spring 2018 for feedback and refinement??
  - Identify a student growth relationship between BOY and EOY

Kindergarten Teacher Trainings

- Reach as many Kindergarten teachers as possible
  - Improve standardization and consistency

- Teachers will be paid a stipend for attendance

- Teachers will receive printed teacher and student materials

- Sessions will be 10 am – 1 pm

Training Dates and Locations
Kindergarten Entry Assessment

Date	LEA	Address	Space Capacity
June 6	Jordan SD	Auxiliary Building	Capacity: 150?
June 8	Weber SD	Weber Innovations Center	Capacity: 150
June 12	Davis SD	Professional Development Center	Capacity: 150
June 13	Provo SD	Provo School District 1591 N. Jordan Avenue Provo, UT 84604 Grandview Learning Center	Capacity: 100?
June 14	Uintah SD	Maeser Training Center	Capacity: 70
June 29	Canyons SD	Professional Development Center	Capacity: 150
July 10	Murray	Murray School District 5102 So. Commerce Dr. Murray, UT 84107 Professional Development Room	Capacity: 100
July 11	Alpine	Alpine School District 575 N. 100 E American Fork, UT 84003 Professional Development Center	Capacity: 120?
July 12	Salt Lake	State Library for Deaf and Blind	Capacity: 100?
July 13	Alpine	Alpine School District 575 N. 100 E American Fork, UT 84003 Professional Development Center	Capacity: 120?
July 17	Washington SD		
July 18	Iron SD		Capacity: 80
July 19	Sevier SD		Capacity: 60
July 20	Cache SD		
July 25	Davis	Professional Development Center	Capacity: 150
July 27	Nebo	Summit Center 165 S 700 E Springville, UT 84663 Timpanogos Room	Capacity: 150 theater style
July 31	Blanding	San Juan School District Office 200 N. Main Street Blanding, Utah	Capacity: 50
August 1	Granite	Granite School District 2500 S. State Street. Room D-102	Capacity: 110

Technology Application

- ## Data Gateway
  - Create an electronic data tool for kindergarten teachers or test administrators to enter the data as they assess each student

Pathways of Progress

DIBELS Spring 2017
Pathways of Progress Training

Date	Location	Interested LEAs	Registration Link	USBE Representative
April 10 9:00-3:00 pm	Weber Innovations Center 1007 West 12th St. Ogden, Utah 84404 Capacity: 150	Ogden Prep Academy Weber SD Davinci Academy Legacy Prep Wasatch Peak	Weber/Ogden Training	Kim Rathke*
April 11 9:00-3:00 pm	Grandview Learning Center Room 2 (GLC2) 1591 Jordan Avenue Provo, UT capacity: 100	Provo SD Athlos Academy Millard SD North Star Academy Summit Academy The Ranches Academy Walden for the Liberal Arts	Utah County Training	Sara Wiebke*
April 19 9:00-3:00 pm	Park City School District Board Room 2700 Kearns Blvd Park City, UT 84060 Capacity: 50	Duchesne SD Park City SD Guadalupe School South Summit SD	Wasatch Back Training	Cydnee Carter*
April 20 9:00-3:00 pm	Cache County School District Board Room 2035 N 1200 E North Logan, UT 84341 Capacity: 65	Bear River Charter School Cache SD Thomas Edison Charter School Edith Bowen Laboratory School	Northern Utah Training	Jennifer Throndsen*
May 2 9:00-3:00 pm	Iron County School District Board Room 2077 W. Royal Hunte Dr. Cedar City, Utah 84720 Capacity: 80	Iron SD Dixie Montessori Garfield SD	Southern Utah Training	Jennifer Throndsen*

*USBE representative is responsible for room setup and sign-in sheet collection.

- Priority will be given to LEAs who requested spring training

- We are happy to have others if there is room

- Some summer and fall trainings

Students
- Must be enrolled in SIS to be submitted to UTREx
- SSID is necessary for all KG students before being submitted to UTREx
- KG Students will be able to be submitted to UTREx without being scheduled into a class/teacher
  - LEAs might need changes to the SIS' SIF agent to be able to do this
- To allow testing before school starts, all students will be displayed by name/SSID/etc on a list to be selected to test since they may not be associated with any particular teacher yet
- "Scores" will be entered, using uppercase letters known as an example, 19/26. The specific letters missed will not be entered. Also Yes/No type questions will be used
- "Scores" will be weighted in the reports so letters don't account for a majority of the results

Accountability Legislation Wrap-Up SB 220

2017

2018

2019

SAGE 3-11, ELA Literacy, Math, Science
(11th grade courses optional) Approx. 90-135 minutes each subject,
plus 2 60-90 minutes writing prompts

ACT Grade 11 Statewide Test
Math, Science, English, Reading
(No Writing 2017)
Total Test time: 2 hrs. 55 minutes

SAGE 3-8, ELA Literacy, Math, Science
3-8th Grade Approx. 90-135 minutes each subject, plus 1 60-90 minutes writing prompt

ACT Aspire 9th Grade
English, Math, Reading, Science, Writing 30-75 minutes each subject

ACT Aspire 10th Grade
English, Math, Reading, Science, Writing 30-75 minutes each subject

ACT Grade 11 Statewide Test
Math, Science, English, Reading, Writing
Total Test time: 2 hrs. 55 minutes + 40 minute Writing

New Statewide CAT 3-8, ELA/Literacy, Math
3-8th Grade Approx. 90-135 minutes each subject, plus
one 50 minute writing prompt 5th and 8th grade

ACT Aspire 9th Grade
English, Math, Reading, Science, Writing
30-75 minutes each subject

ACT Aspire 10th Grade
English, Math, Reading, Science, Writing
30-75 minutes each subject

ACT Grade 11 Statewide
Math, Science, English, Reading, Writing
Total Test time: 2 hrs. 55 minutes + 40 minute Writing

- Purposed Legislative Recommendations
  - *The recommendations are the first step in a collaborative process between the Legislature and other stakeholders to consider changes to the state's assessment and accountability system.*

Assessment

Accountability Legislation

Rating Schools

A School represents an <u>exemplary</u> school
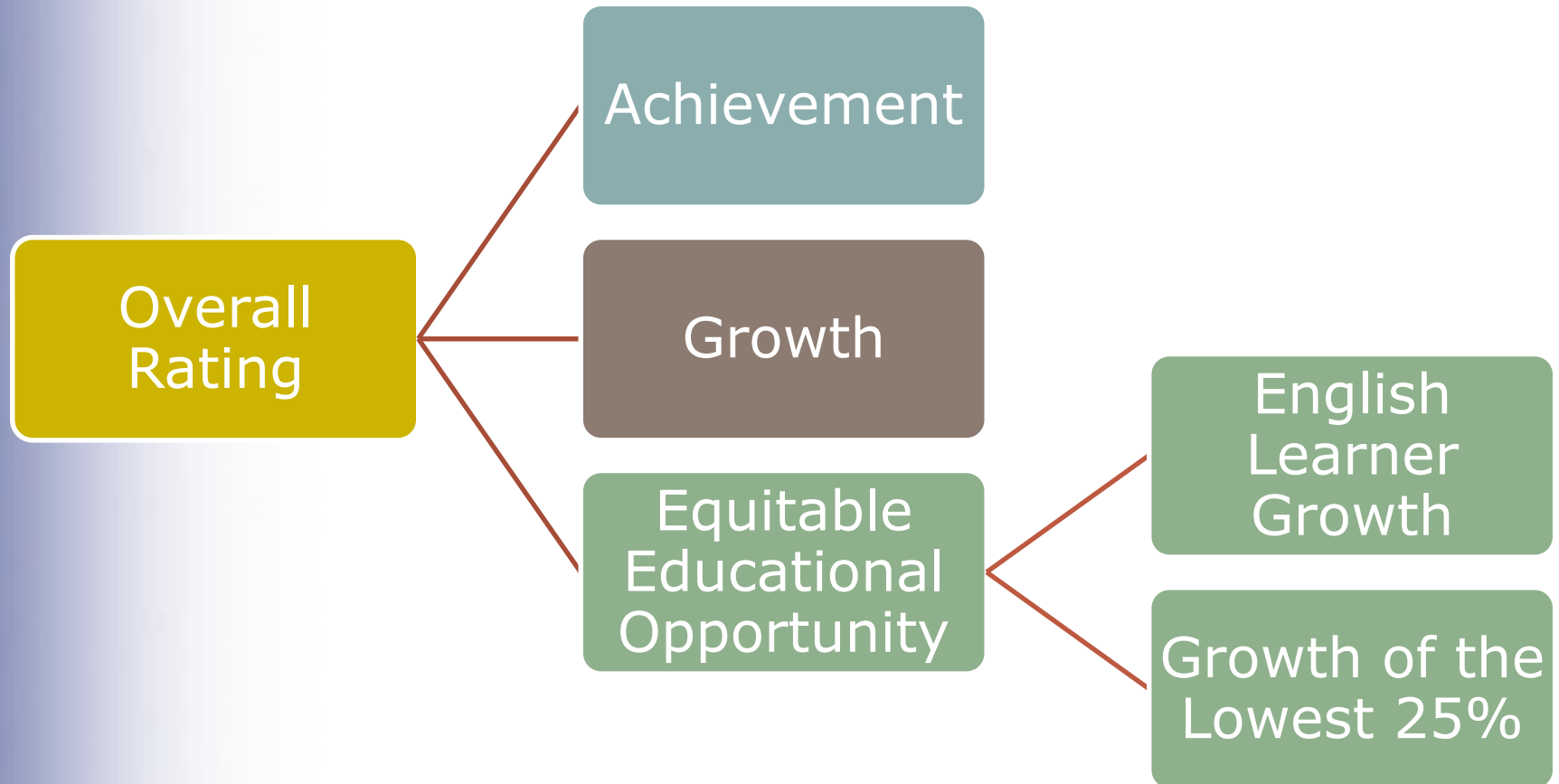
B School represents a <u>commendable</u> school

C School represents a <u>typical</u> school
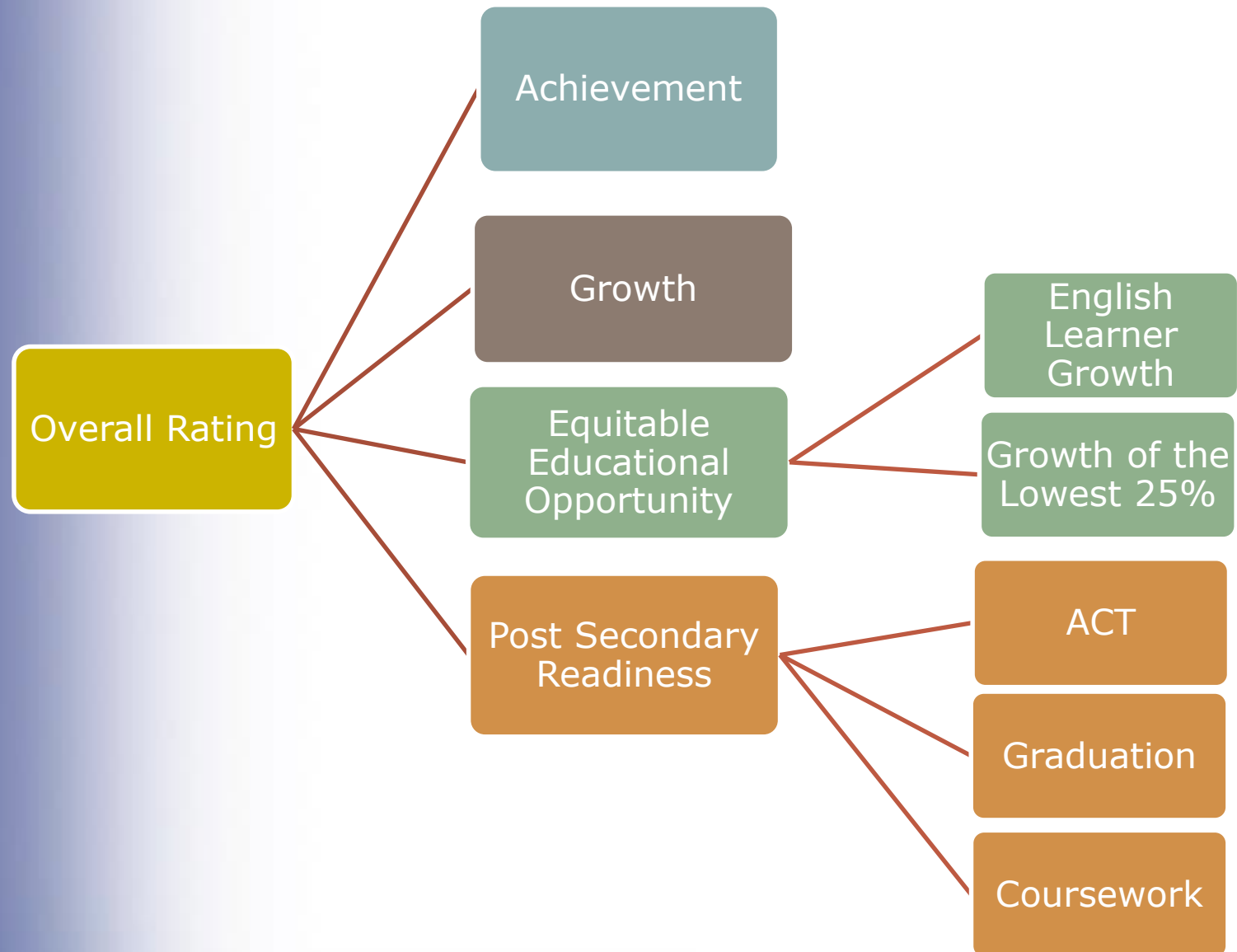
D School represents a <u>developing</u> school
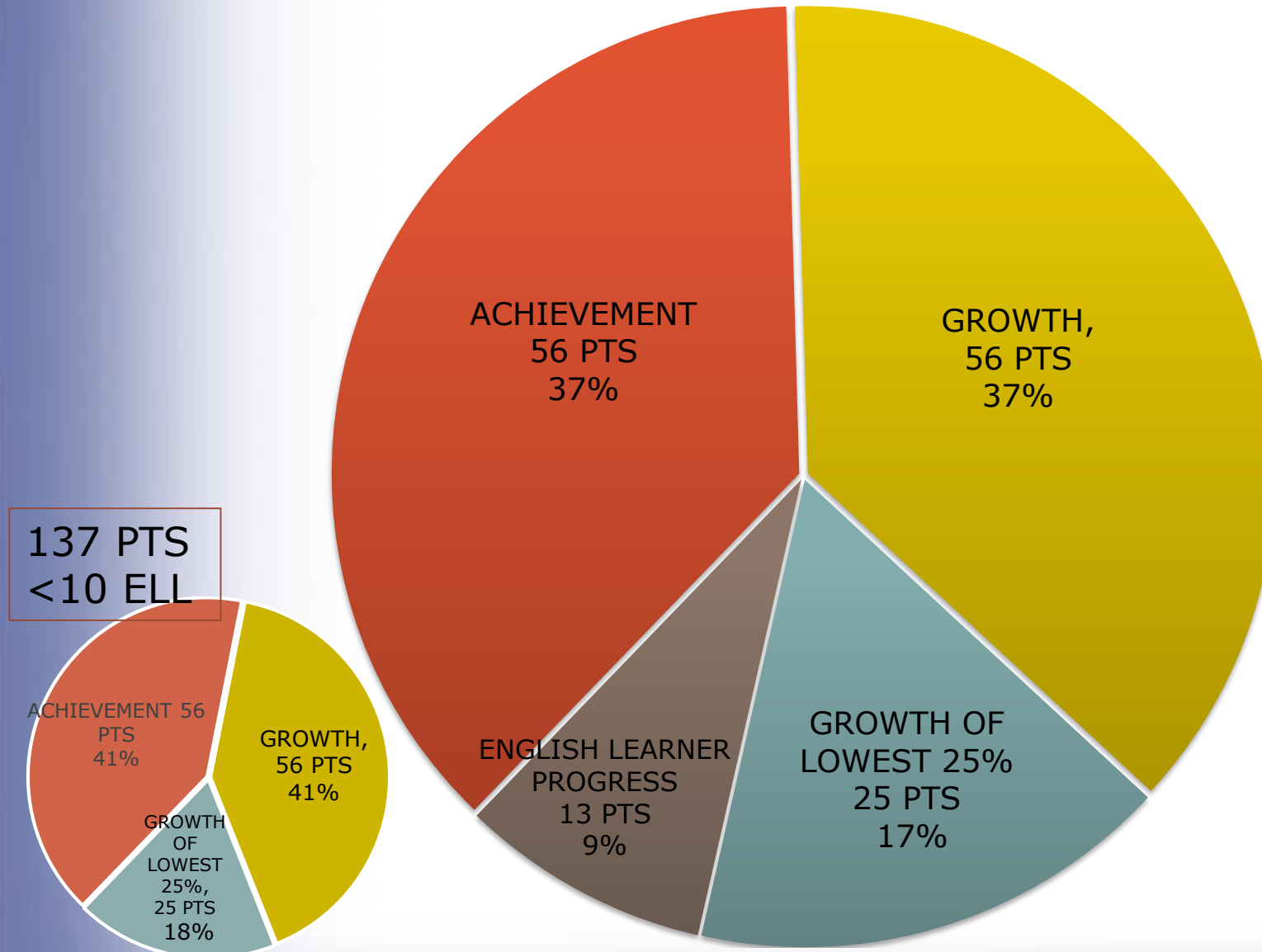
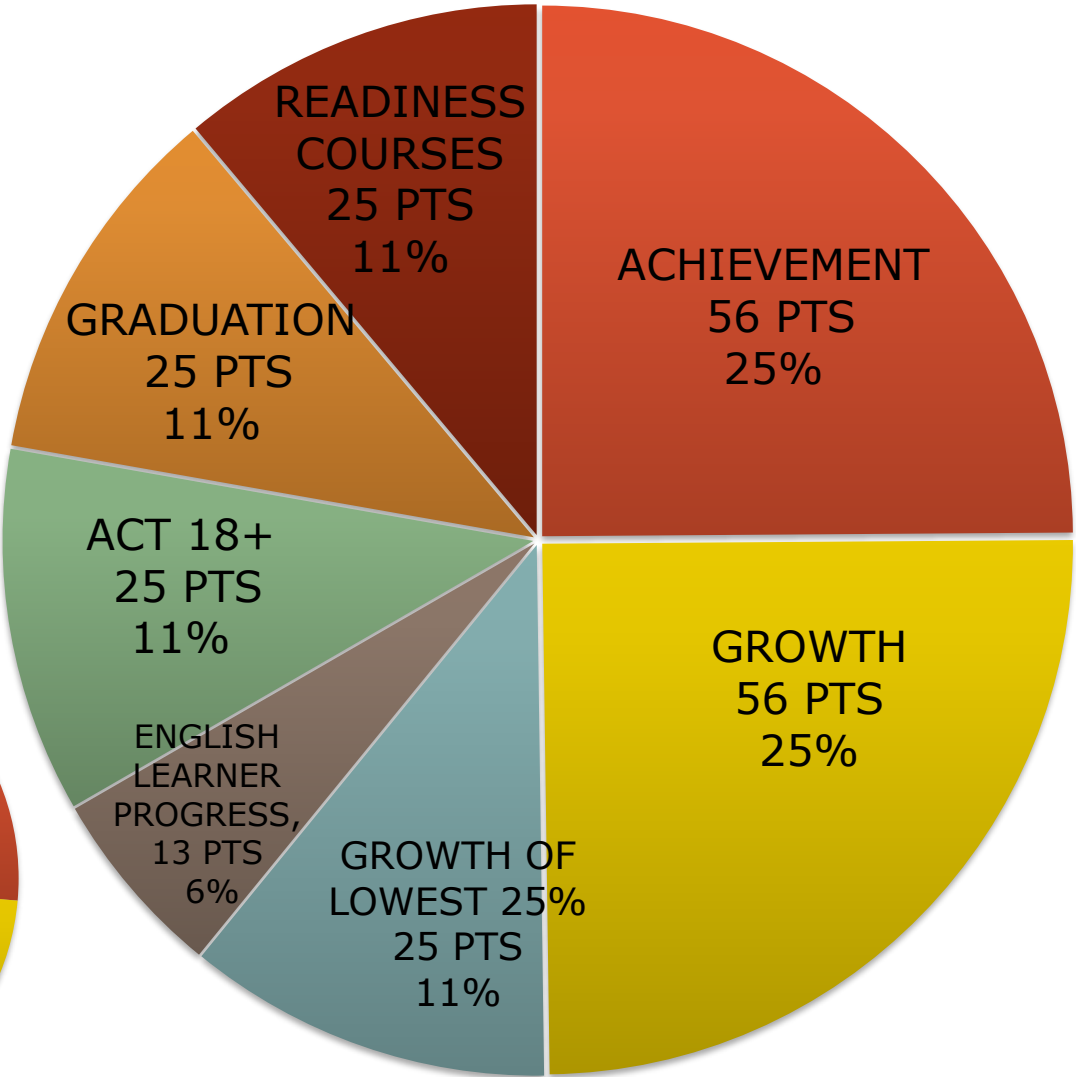**F** School represents a <u>critical</u> needs school

Grade 3-8 Indictors

High School Indicators

GRADE 3-8 150 PTS.

HIGH SCHOOL 225 PTS.

212 PTS
<10 ELL

Main pie chart:
- ACHIEVEMENT 56 PTS 25%
- GROWTH 56 PTS 25%
- GROWTH OF LOWEST 25% 25 PTS 11%
- ENGLISH LEARNER PROGRESS, 13 PTS 6%
- ACT 18+ 25 PTS 11%
- GRADUATION 25 PTS 11%
- READINESS COURSES 25 PTS 11%

Small pie chart:
- ACHIEVEMENT 56PTS 26%
- GROWTH 56 PTS 26%
- GROWTH OF LOWEST 25%, 25PTS 12%
- ACT 18+ 25 PTS 12%
- GRAD 25 PTS 12%
- READINESS COURSES 25 PTS 12%
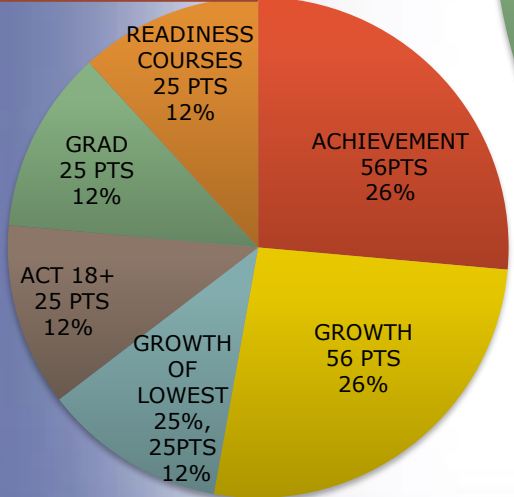
INDICATORS

ACHIEVEMENT

- AS MEASURED BY PERFORMANCE ON SAGE 3-8, ELA, MATH, SCIENCE AND ACT ASPIRE 9, 10
  - % PROFICIENT
  - ACT ASPIRE 9,10 = (TBD)

GROWTH

- AS MEASURED BY PROGRESS on SAGE 4-8, ELA, MATH, SCIENCE AND ACT ASPIRE 9,10

  - Student's performance is equal to or exceeds the student's academic growth target;

  - Student's growth on a statewide assessment compared to other students with similar prior assessment scores.

SGP, AGP, & SGT

- Student Growth Percentile (SGP)
  - The Student Growth Percentile (SGP) quantifies the academic progress of individual students relative to a student's academic peers.

- Adequate Growth Percentile (AGP)
  - SGP needed for a student to attain proficiency within three years; or
  - SGP needed for a student to maintain proficiency

- Student Growth Target (SGT)
  - The student's AGP converted to a scale score on a standardized assessment

- Points indexed based on:
  - whether a student's performance on a statewide assessment is equal to or exceeds the student's academic growth target; and
  - the amount of a student's growth on a statewide assessment compared to other students with similar prior assessment scores.

Growth & Accountability

Did the Student meet their
Growth Target?
(Adequate Growth Percentile)

_No_

SGP	Growth Points
<40	0
40-49	.25
50-65	.5
>65	.75

Yes

SGP	Growth Points
<40	.25
40-49	.5
50-65	.75
>65	1

- If the student met their growth target, their SGP is evaluated using the rubric on the right, which awards more points (+.25) for meeting the target.

- If the student did NOT meet their growth target, their SGP is evaluated using the more rigorous rubric on the left.
    - If a student did NOT meet their growth target and his/her observed SGP was less than 40, the school would receive 0 points for that student.

INDICATORS

EQUITIBLE EDUCATIONAL OPPORTUNITY

ENGLISH LEARNER GROWTH

- English Learner growth is based on student progress derived from performance on the WIDA assessment of academic language development, based on the progress from year to year of a student's score.

- This indicator would only be calculated in the aggregate for schools with 10 or more English Learners.

GROWTH LOWEST 25%

- Measures the academic growth of the lowest performing 25%

- Points based on the amount of a student's growth on a statewide assessment compared to other students with similar prior assessment scores.

INDICATORS

POST SECONDARY READINESS

ACT OF 18+

The % school's students who receive a composite score of at least 18 on the ACT.

ADVANCED COURSE WORK

The % of a school's students who achieve at least <u>one</u> of the following:
- C or better in an AP course;
- C or better in a CE course;
- C or better in an IB course; or
- Completion of a CTE education pathway

GRADUATION RATE

- The % of a school's students who graduate in the 4 years
- 10% of the points allocated for high school graduation (bonus points) for students who graduate in 5 years.
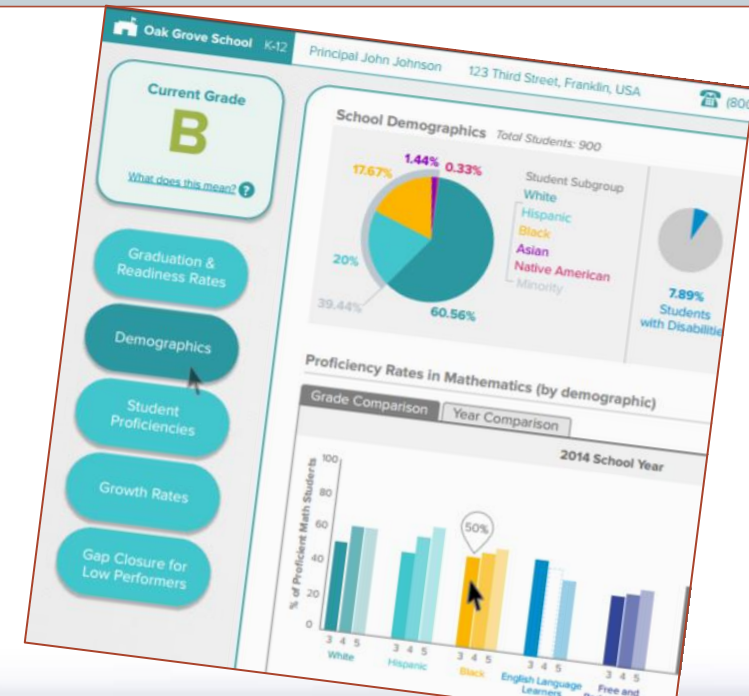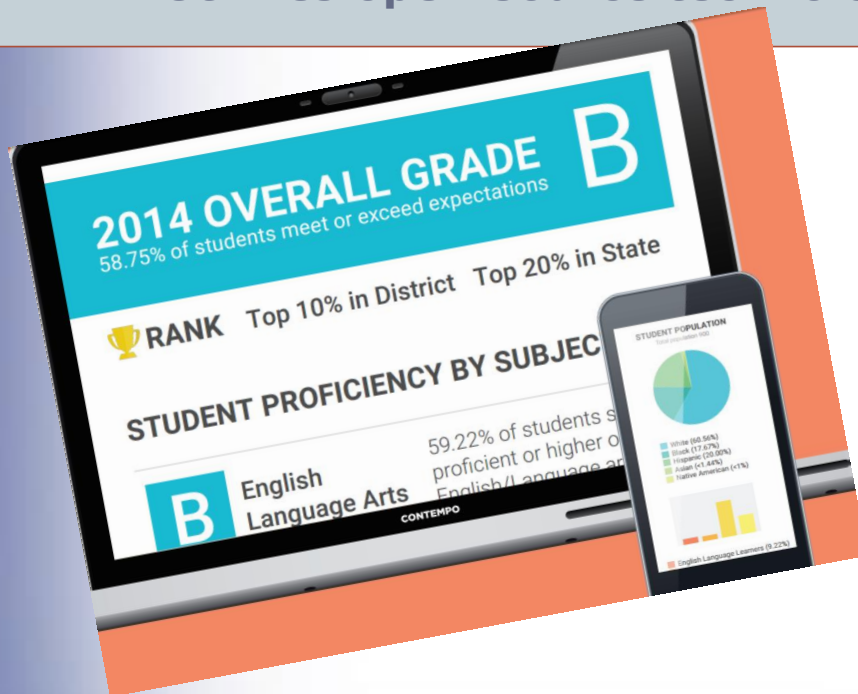
Additional Reported Indicators

- Elementary schools will report the % of students who read on grade level in grades 1 through 3

- High schools will report performance on AP exams

- A school may include in the school's report card up to two self-reported school quality indicators that:
  - Are approved by the board for inclusion and
  - May include process or input indicators

REPORTING

The Design Challenge:

- **Create a relevant, adaptable and easy-to-use accountability system that**:
    - **Delivers complex data to a range of end-users**
    - **Builds on existing knowledge**
    - **Encourages end-users to "drill down" information**
    - **Integrates into existing platforms**
    - **Utilizes open-source technologies to speed adoption**